

**"E-TEACHER" SCHOLARSHIP PROGRAM - ENGLISH
TEACHING DISTANCE LEARNING PROGRAM: APPLICATION 2014-2015
FOR KAZAKHSTANI ENGLISH LANGUAGE TEACHERS OR TEACHER
TRAINERS**

The Regional English Language Office of the Embassy of the United States in Kazakhstan announces the competition for "E-Teacher" scholarship courses for fall and winter of 2014-2015 academic year.

PROGRAM OVERVIEW: The "E-Teacher" scholarship program trains foreign English language professionals in the latest U.S. methods of English language teaching via distance education). The program offers English teaching professionals living outside the United States of America the opportunity to take one of the ten innovative online graduate level classes (see the descriptions of the ten courses below) through the University of Oregon. **The courses (almost all of them are 10 weeks long) will be offered in fall and winter of 2014-2015.**

Participant costs are covered by the program. This includes tuition and the cost of any course materials sent from the institution. All materials will emphasize a learner-centered approach and will be in English.

E-TEACHER COURSES:

- Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages (TESOL Methods);
- Building Teaching Skills through the Interactive Web (Web Skills)
- Practical Applications in Language and Learning Skills (PALSS)
- English for Specific Purposes, Aligning Context with Practices and Materials (ESP);
- Special Education and Differentiated Instruction in EFL Contexts (SpED EFL);
- Teaching English to Pre-teens and Teens (TEPT);
- Teaching English to Young Learners (TEYL);
- Assessment: Summative and Formative Assessment in Language Learning and Teaching (Assessment);
- Critical Thinking in Language Learning and Teaching (CT);
- Developing Local leadership for Global English Language Teaching (Global English)

REQUIREMENTS: Candidates for "E-Teacher" scholarships should be teacher trainers or teachers who are working, or plan to work, with one of the seven subjects covered by the courses. They should be highly motivated individuals who are dedicated both to their own professional development and to sharing the knowledge gained with colleagues through workshops or professional presentations. **Candidates should also be committed to fulfilling the program requirements (dedicating on average 8-10 hours of work**

per week) and completing the course. In addition, candidates should meet the following criteria:

English language skills:

- ability to do academic work at a U.S. university (an advanced level of reading and writing, roughly equivalent to a minimum TOEFL score of 550 or IBT score of 79-80);
- general understanding of technical terms in English relating to computers and the Internet;
- good command of the necessary vocabulary for each of the nine topics.

Computer fundamentals:

- regular access to e-mail and the Internet;
- ability to navigate in Windows and create a Word document;
- basic familiarity with the Internet and web browsers;
- ability to type in English well enough to perform on-line tasks in real-time and to submit written assignments in a timely manner.

Replication workshop

After completion of the E-Teacher Scholarship Program, candidates are required to share what they learned through a replica workshop with their local English teaching community. Guidelines on organizing a workshop will be provided to scholarship recipients, and certificates of completion will be awarded after the scholarship recipient has conducted a replication workshop.

HOW TO APPLY: Interested candidate must fill in the application (see below), and submit it to the Regional English Language Officer, by email RELO-Astana@state.gov AND Asiyat Suleimenova, U.S. Embassy Astana, by email SuleimenovaA@state.gov , **by July 20, 2014.**

"E-TEACHER" SCHOLARSHIP PROGRAM - ENGLISH TEACHING DISTANCE LEARNING PROGRAM (AY 2014-2015)

Individual Course Descriptions

1. Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages (TESOL Methods): This course is designed to provide participants with current methodologies associated with teaching English language learners (ELLs) of different ages in various learning contexts. Participants will discuss and practice a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching English, participants learn how to create an effective and communicative language classroom for all ELLs. In addition, participants will examine what best practices means in the context of teaching English in the 21st century, where the use of English incorporates modern technologies. This course is based partially on the “Shaping the Way We Teach English” materials.

2. Building Teaching Skills through the Interactive Web (Web Skills): Participants will deepen their understanding of “Computers and Language Learning” theories, principles, and practices in the EFL classroom. The course will model innovative online teaching practices, enable participants to understand and use appropriate technology to enhance learning outcomes for their students, and offer opportunities to share real-world applications of technology tools and practices. The course will provide educators with support and problem-solving mechanisms as they implement technology in their local contexts. This course uses a “train-the-trainer” model in which participants develop plans to locally disseminate knowledge they have gained.

3. Practical Applications in Language and Learning Skills (PALSS)
This course is designed to enhance speaking skills of participants in small group sessions and with a weekly audio journal; listening skills of participants in small group sessions and with self-study activities; teaching skills of participants in listening, speaking, and pronunciation through readings and online discussion, self-study activities, and their participation in model lessons; and teaching networks by encouraging collaboration among participants on weekly discussions, in small group sessions, and with ongoing interaction through the course social networking site (Ning).

4. English for Specific Purposes, Aligning Context with Practices and Materials (ESP)
This course will develop participants’ skills in designing, implementing, and evaluating ESP courses. New and experienced ESP practitioners are welcome from all areas of the field. Course participants may address the needs of learners studying university-level English for Academic Purposes (EAP), Vocational English for Specific Purposes (VESP) learners in vocational/technical schools, English for Occupational Purposes (EOP) learners already in the workplace, or other ESP contexts.

Special requirements: This course is intended for EFL educators of teens and adults only.

5. Special Education and Differentiated Instruction in EFL Contexts (SpEd EFL)

This course focuses on inclusive teaching models that support learners with special needs in the EFL classroom. Participants will read articles, analyze web-based resources, and discuss practices that provide teaching strategies for diverse learners with a wide variety of skills and varying levels of performance. Participants will engage in ongoing dialogue, sharing their experiences, successes, and concerns in their teaching of special needs learners. Participants will create a resource or set of resources to share within their local communities (e.g., classroom, school, parents' network, district).

Special requirements: None; appropriate for all EFL educators interested in supporting special needs students.

6. Teaching English to Pre-teens and Teens (TEPT)

Educators in this course who work with pre-teens (ages 10-12) and teens (ages 13-18) will learn how to motivate these age groups by designing collaborative projects that involve several topics critical to 21st century learners. Student-centered practices and opportunities to introduce student choice in the EFL classroom will be modeled and applied in this course. Participants will learn how to identify, evaluate, and apply a wide variety of age-appropriate materials and how to develop students' language and critical thinking skills through project-based learning and collaborative problem-solving experiences. Thematic topics may include:

- My planet/my life: environmental issues
- My friends/my community/my world: tolerance, diversity, and bullying
- My future/my way: work-readiness, entrepreneurship, and service learning with a review of case studies of teens that have made a difference in their communities

Special requirements: This course is for educators who work with pre-teens and teens.

7. Teaching English to Young Learners (TEYL): English learners at the primary level (approximately ages 5-10) are cognitively “primed” to acquire language skills in ways that lend themselves well to an integrated skills and content-based, experiential approach. The educator who understands the cognitive and social processes of second language acquisition for Teaching English to Young Learners (TEYL) is better equipped to help the learner navigate the processes of classroom learning activities while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language settings have a limited amount of time to accomplish their teaching goals and meet local requirements regarding the use of specific texts, tests or other materials. A low-resource environment can also pose challenges. In this course, participants have the opportunity to explore solutions for such challenges through an overview of current research and “best” practices (always context-dependent) for TEYL plus hands-on experimentation with a wide array of freely available online and local resources.

8. Assessment: Summative and Formative Assessment in Language Learning and Teaching (Assessment): This course will involve participants with the theory and

practice of the major components of assessment, with a particular focus on English as a foreign language and addressing all four skill areas. Assessment topics covered include needs assessment, diagnostic, proficiency, achievement, formative, alternative, summative, standardized, strength-based, and differentiated. Participants will also explore aligning assessment to behavioral objectives and course goals, giving learners effective and helpful feedback, developing rubrics and tests, evaluating assessment with item analysis, and looking at reliability and validity. Articles and other readings give participants a firm foundation in assessment theory, and they will put theory into practice with an array of weekly practical applications, assignments, discussions, and tasks that include creating different types of assessments and feedback. The course will end with an assessment project organized as a WebQuest.

9. Critical Thinking in Language Learning and Teaching (CT): This course deepens participants' understanding of Critical Thinking theories, principles, and practices. Participants will learn how to identify, analyze, and develop teaching techniques and materials to incorporate critical thinking in the EFL classroom. Participants will also adapt existing materials so that they are culturally and age-appropriate for their local curriculum.

Special requirements: Appropriate for teachers of all audiences. This is an advanced course with a demanding reading and writing load. Participants should be prepared to apply new knowledge to local curricula, units, and lessons.

10. Developing Local Leadership for Global English Language Teaching (Global English)

Participants will explore models and systems of leadership in today's "Global English" environment as a basis for creating a vision and setting themselves on a course of action for positive change in their local educational contexts. From a language pedagogy and practices perspective, participants will review the fundamental principles of project--based learning (PBL) and content--based instruction (CBI). Through readings, online discussions, and projects, participants will improve their ability to: develop instructional units and accompanying materials that meet course objectives, target their learners' needs and interests, and position themselves to strategically lead one or more related innovations in their local educational settings. Participants will finish the course with an action plan plus a digital portfolio of lessons and materials related to our three themes of: entrepreneurship, civic engagement, and women's empowerment.

Special requirements: This course is for language administrators, principals, or staff that manage students or schools. This course is not designed for classroom teachers.

**"E-TEACHER" SCHOLARSHIP PROGRAM –
ENGLISH TEACHING DISTANCE LEARNING PROGRAM:**

APPLICATION ACADEMIC YEAR 2014-2015

Please fill out, scan and email this application to the Regional English Language Officer at RELO-Astana@state.gov AND Asiyat Suleimenova, U.S. Embassy Astana, at SuleimenovaA@state.gov by July 20, 2014.

1. NAME OF APPLICANT:

a. Family name

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b. First name

--

c. Middle name

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d. Prefix (Mr./Ms./Mrs.)

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2. PERMANENT ADDRESS OF APPLICANT:

a. Street and Apt. no.:

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b. City, Postal Code:

--

c. Home Phone number:
(include city code)

--

d. Work Phone number:
(include city code)

--

e. Cell Phone number

--

f. Fax: (include city code)

--

**g. E-mail address: (if
none, write none)**

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3. GENDER:
(male/female)

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4. PLACE OF BIRTH
(city and country):

--

5. DATE OF BIRTH
(DAY/MONTH/YEAR):

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6. CURRENT OCCUPATION:**a.** Your job title**b.** Dates of Employment
(month and year)**c.** Name and address of
your place of
employment

7. Please indicate countries outside your own, including the United States, in which you have lived, traveled, or studied. Please list dates (months/years) and reasons for each visit. Please attach an additional sheet if necessary.

Country visited	Reason for visit (e.g. study, work, tourism, conference) Please be specific	Dates of visit	
		From (Mo. /Yr.)	To (Mo. /Yr.)

8. Please enclose your **ONE-PAGE** brief curriculum vitae (CV).

9. Please choose the course you would like to take:

- 1) Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages (TESOL Methods);**
- 2) Building Teaching Skills through the Interactive Web (Web Skills)**
- 3) Practical Applications in Language and Learning Skills (PALSS)**
- 4) English for Specific Purposes, Aligning Context with Practices and Materials (ESP);**
- 5) Special Education and Differentiated Instruction in EFL Contexts (SpED EFL);**
- 6) Teaching English to Pre-teens and Teens (TEPT);**
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- 8) Assessment: Summative and Formative Assessment in Language Learning and Teaching (Assessment);**
- 9) Critical Thinking in Language Learning and Teaching (CT);**
- 10) Developing Local leadership for Global English Language Teaching (Global English)**

Please, indicate your chosen course (**one**) here:

10. Please explain your reasons for wanting to participate in the course you've chosen in item 9.

11. What activities can you conduct for your colleagues in order to disseminate what you've learned after the completion of the course? Your course completion certificate will be sent to you after you submit a report on a replica workshop.

12. Please assess your present English language proficiency (excellent, good or fair).

a. Understanding written English

b. Expressing thoughts in written English

13. Do you have an email account?

14. If you answered "yes" to the question 12, how many times a week do you check your email?

15. Please assess your ability to work with Word documents (excellent, good or fair).

16. Please list three referees who could comment on your work and English language proficiency.

REFeree 1

a. Last name

b. First name

c. Middle name

d. Job title	
e. Place of employment (include city)	
f. Email address	
g. Phone number (include city code)	

REFEREE 2

a. Last name	
b. First name	
c. Middle name	
d. Job title	
e. Place of employment (include city)	
f. Email address	
g. Phone number (include city code)	

REFEREE 3

a. Last name	
b. First name	
c. Middle name	
d. Job title	
e. Place of employment (include city)	
f. Email address	
g. Phone number (include city code)	